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## ABSTRACT

After introductory material describing the lack of international studies in American education, this report describes the development, design, and accomplishments of the International Business Education program at Middlesex County College (MCC). The following phases in the development of the program are detailed: (1) a five-member curriculum team, representing the Business, Health Technologies, Science, Engineering, and Liberal Arts divisions of the college, met during the summer of 1978 to consider various approaches to an International Studies program, develop a bibliography for their curriculum areas, and develop suggestions for course units; (2) during the 1978-79 academic year, monthly seminars and workshops were held for faculty to develop ideas about incorporating internationally related content into appropriate curricula; (3) International Business I was developed and taught and four other courses were prepared; (4) several other activities were offered for faculty development; (5) a survey was conducted to determine the educational needs of local industries involved in international commerce with regard to specific training and foreign language requirements; (6) instructional efforts--including conferences for the business community, non-credit and credit certificate programs, and Round Table Seminars--were geared toward meeting these identified needs. (JP)

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MIDDLESEX COUNTY COLLEGE  
EDISON, NEW JERSEY 08817

INTERNATIONAL BUSINESS EDUCATION IN THE COMMUNITY COLLEGE

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# INTERNATIONAL BUSINESS EDUCATION IN THE COMMUNITY COLLEGE

## INTRODUCTION

The purpose of this presentation is to describe education in International Business at Middlesex County College. This specific program in International Business was designed within and operates from a wider philosophical base which recognizes the importance of global emphasis at all levels of education. There are many facets to international education which should be included in programs and activities within the higher education system. Community colleges are particularly suited to this role and are demonstrating leadership in this area.

## Philosophical View of International Education in the Community College

We, at Middlesex County College, are among a growing number of Americans who recognize the vulnerability of our country should we choose to isolate ourselves and our nation from the rest of the world by provincialism. There is practically no aspect of our lives unaffected by worldwide conditions and events. We, in turn, affect other nations through our country's concerns and actions. American complacency leads to ignoring or, at least, dulling our need to learn about and from peoples and cultures of the world. At Middlesex County College we believe it is as important to study and understand other peoples as it is to know ourselves and our own country. There is a growing acceptance of this view by community college educators as evidenced by the number of colleges participating in international consortium activities in various parts of the country. In recent articles and studies, one detects an urgency in encouraging international education at all educational levels.

In the Report of the President's Commission on Foreign Language and International Studies, the following observations were made: "...our lack of foreign language competence diminishes our capabilities in diplomacy, in foreign trade, and in citizen comprehension of the world in which we live and compete."<sup>1</sup> This report goes on to observe that, "American's scandalous incompetence in foreign languages also explains

our dangerously inadequate understanding of world affairs. Our schools graduate a large majority of students whose knowledge and vision stop at the American shoreline, whose approach to international affairs is parochial and whose heads have been filled with astonishing misinformation. In a recent published study of school children's knowledge and perceptions of other nations and peoples, over 40 percent of the twelfth graders could not locate Egypt correctly, while over 20 percent were equally ignorant about the whereabouts of France or China. At the college level, an American Council on Education Study reported that, at most, only five percent of perspective teachers take any course related to international affairs or foreign peoples and cultures as part of their professional preparation. A 1977 Gallup Poll, furthermore, showed that those who graduate from an educational system so glaringly deficient in this vital area carry their ignorance with them into their adult lives."<sup>2</sup>

This situation acquires tragic proportions when we realize that only nine of the 60 Foreign Service officers in our Teheran Embassy could speak Persian, only five American officers in Pakistan can speak URDU and only one in our Kenya office can speak Swahili!<sup>3</sup> This deplorable condition is just as bad in the business world.

Although there are over 3,000 American transnational corporations with over 100 billion dollars invested overseas, and although U.S. exports have long passed the 100 billion dollar per year mark, changes in the educational community are not taking place to properly reflect resulting changing needs. A study conducted by the American Council on Education found that over 75 percent of graduating DBA's or Ph.D.'s in Business have had no international business courses at all, and that another 10 percent have had only one such course.<sup>4</sup> Other observations point out that:

"(1) nearly two-thirds of the presidents and chairmen of the largest international firms are guiding those companies without having had any experience in the international divisions or overseas; (2) of the other one-third who had international assignments, only 7 percent felt that

their university training had helped to prepare them for those international responsibilities, and only 11 percent had attended executive development courses with international content; and (3) of the younger group of 73 managers surveyed in eight large international companies, only 27 percent had international courses at the university level and only 30 percent had attended executive development courses with international content."<sup>5</sup>

Clearly, we have a mandate to recognize the interdependence of nations of the world. We must increase our understanding of and improve our ability to communicate with and relate to other peoples in such important areas as politics, economics, culture, agriculture, industry, science and technology, and defense. Community colleges are recognizing their responsibility in international education and are taking up this challenge. Based in local communities, we have a flexibility and relevancy to need. Many have already assumed a leadership role in advancing international education in a variety of efforts. We believe that community colleges are capable of meeting local needs for global education as well as to bring intercultural exchanges in technology to other countries of the world. Our beliefs have led to a rapidly growing series of actions in the broad field of international education.

#### General International Activities at Middlesex County College

The general concept of international education has been accepted by the Board of Trustees at our College and a variety of international related activities at the College have been encouraged and supported by the President. Prior to the Fall of 1978, faculty and students had available only limited opportunities to participate in international education activities. A number of short-term travel/study abroad programs were offered through the Division of Social Sciences and Humanities. Cognizance was taken of the presence of approximately 60-80 foreign students on campus and efforts were made to meet their special needs through counseling services and student activities associated with an International Students Club.

Recognizing that these efforts did not nearly meet the need for global education, work began on the development of a proposal for a grant from the U.S. Office of Education by Virgil Blanco, then a faculty member in the Department of Modern Languages. During the 1977-78 year, consultations were held with outside experts and the grant proposal was finalized and funded. The grant year began in September of 1978, however, a pre-program phase was arranged in June to proceed over the summer months. Interested faculty were invited to work on the project as a Curriculum Team, and through a selection process, five faculty were selected for this team from among 58 college-wide applicants. Each of these faculty members represented one of the undergraduate divisions of the College: Business, Health Technologies, Science, Engineering and Liberal Arts. This team also served as a Steering Committee for a larger working group which was added during the Summer of 1978. The team worked every afternoon in the month of July, 1978, except on weekends.

During the first week, the team was introduced to International Education and analyzed the proposed project. Brainstorming sessions resulted in raising the following questions:

1. What concepts can be selected to teach that will illustrate global interdependence throughout the curriculum?
2. How can concepts be related to specific issues relevant to the different disciplines comprising the College programs?
3. What courses lend themselves best to internationalization?
4. What should be the content and approach of proposed courses on global studies?
5. What should an International Studies curriculum look like?
6. How can the faculty be internationalized?
7. What speakers and consultants should be invited to speak to the team and other faculty?
8. What business people should be consulted to draft an outline of International Business courses?

Members of the team proceeded to immerse themselves in International Education using books, selected readings, newspaper articles and consultants. Some of the topics covered included population, food, technology, trade, human rights, the environment, energy, health and education.

During the second week, one of the consultants presented two possible approaches to an International Studies program: problem oriented and discipline oriented. The problem oriented approach was suggested which would relate to such domestic problems as inflation, priority of resources allocation, exporting, and employment. Twelve key areas and issues were selected: (1) development (economic and educational), (2) the Soviet Union, (3) Japan, (4) Western Europe, (5) developing nations, (6) relations of the U.S. with capital intensive nations, (7) labor in its international dimensions, (8) multinational corporations, (9) international banking, (10) human rights, the United Nations and the International Court, (11) food and hunger, and (12) populations.

The team developed a bibliography in each of their disciplines related to global education, and relevant materials were ordered. A tentative list of potential speakers was made by the team and the director of the project was to contact and screen these speakers and set up seminars and workshops for the staff development program which was to start in September, 1978.

Other activities of the team included development of suggestions by them of topics for units to become part of two new proposed courses on International Studies. A visit to the College was arranged for the Director of International Programs at Rockland Community College, New York and a visit to Rockland was made by our team. They also visited the World Trade Institute and the Center for Global Perspectives in New York City.

For the first year of the project, each of the five team members selected an additional team of five or six members from among interested faculty in each division who would participate in the schedule of seminars

throughout the 1978-79 academic year. On July 31, 1978, the Steering Committee met with the President and received endorsement of the plans.

Mr. Virgil Blanco, who was designated Director of the International Studies Program, under the grant, proceeded to implement the plans. Two additional consultants were used, one to work on evaluation of the program, and one to work on an International Business course outline. Seminars were held monthly for faculty, followed by workshops, to assist in developing ideas about incorporating internationally related content into viable learning experiences in appropriate curricula.

The following seminars were held:

1. Tuesday, September 5, 1978  
International Education Today - by Dr. Seymour Ferish, Director of International Education, A.A.C.J.C. author of "Asia Learning About, Learning From" and other books.
2. Thursday, September 7, 1978  
Perception; A View of the World - by H. Thomas Collins, Senior Program Consultant A.F.S. and Council of Chief State School Officers author of "Are You Going To Teach About Africa?" and other publications.
3. Tuesday, September 26, 1978  
The Rockland Model; College C; The Israel Program, and Faculty-Student Travel - Dr. Gebhardt Ress, Professors Howard Berry and Stephen Beiner.
4. Tuesday, October 17, 1978  
The Transfer of Technology, Multinationals and the New Economic Order - Dr. Nasrollah Fatemi, Director of Graduate Institute of International Studies, Fairleigh Dickinson University, former Dean of the Graduate School, former delegate of Iran to the United Nations author of numerous books including the widely quoted book, "Multinational Corporation."

5. Tuesday, November 14, 1978  
The International Energy/Ecology Dilemma -  
Paul Stefanik, Chief Engineer, International Division, Mobil Oil  
Company, Editor for publications on chemical products and  
lecturer.
6. Tuesday, January 16, 1979  
The Politics and Economics of Energy - A Look Into The Future -  
Panel chaired by B. Franklin Reinauer II, President, Reinauer  
Petroleum Company; Chairman, State of New Jersey International  
Advisory Council, and Kenneth Roe, President of Burns and Roe  
and Past President American Engineering Association.
7. Monday, January 29, 1979  
Comments on a Visit to the People's Republic of China - Dr. Fred  
Burke, Commissioner of Education, State of New Jersey.
8. Tuesday, February 20, 1979  
Health Disease and Care Systems in the World of Healing, a  
Comparative Approach - by Dr. Victor Seidell, M.D., Chairman  
Department of Social Medicine, Albert Einstein Medical School.
9. Tuesday, April 24, 1979  
Futurism and Global Prospectives - Dr. Irving Buchan, Director,  
Division of the Future, Fairleigh Dickinson University.
10. Tuesday, May 15, 1979  
The Technology Explosion - Panel Chaired by Professor J.  
Waintraub, M.C.C., and Dr. Ramon Barquin from I.B.M., Inc.
11. Monday, June 4, 1979  
Conclusions - Dr. Seymour Ferish and Professor Virgil Blanco

In a general sense, our purpose during the first year of the International  
Studies Institute was to engage the faculty and administration in the  
process of "internationalizing" the College so that our student-oriented

objectives would have campuswide support. The approach was to present international studies as a legitimate concern for all disciplines, not merely those liberal arts areas (language and the social sciences) with which the field is traditionally associated.

Monographs were submitted by participating faculty and these reflected our emphasis on diversity and our intent to include most disciplines. Topics included such diverse themes as "International Component in Nurse Education," "The International Dimension of Teaching Economics," "World Environmental Concerns in the Classroom," "Integrating Global Perspectives Into a College Reading Improvement Course," and "International Dimensions in the Teaching of Mathematics, Chisanbop."

With respect to course development activities, the International Faculty Team met four times during the Fall semester of 1978 to consider proposed components for their curricular outline. Two meetings were also held with the academic deans to consider implementation of proposed courses. The first course, International Business I, was successfully offered. Four other courses, International Business II, International Distribution I and Global Studies I and II, were readied for subsequent implementation. While the original problem in designing these courses was expected to be the selection of sufficient relevant data to include in the syllabi, the actual problem became that of eliminating excessive material and to narrow the scope and approach of delivery in the classroom.

The first year of activities under the grant was evaluated by Dr. Seymour Ferish who commended the administration for its support of the project. He commented that:

"A central contribution of the project was the monthly International Education seminars," that, "A most commendable feature was the inclusion of faculty from all disciplines and the creation of a steering committee representative of all divisions" (of the College).

He also noted that two developments which contributed to the foundation for further international activities were, "The International Education curricular Index," which classifies curriculum offerings in terms of their potential to include international dimensions, and the "Partial Listing of Library Resources for International Studies."

Among the recommendations made by Dr. Ferish, it is worth noting his comments concerning the proposed publication of curricular modifications and modules developed by the faculty team members. He felt those modules should be implemented and evaluated before sharing and distributing them within our College and with other colleges. He also emphasized the crucial importance of establishing a permanent International Institute at Middlesex which would continue this work after the final grant year. Another recommendation suggested that a conference be held at Middlesex in May, 1980, focusing on International Business and Technologies -- an area in which the Institute is taking special leadership.

We continue our overall activities this year, the 2nd year of the grant. Twenty-five of the faculty from different disciplines enrolled in a graduate level course offered by the Rutgers Graduate School of Education in cosponsorship with the Division of Community Education of Middlesex County College. It is entitled, "International Studies and the Community College Curriculum," and is described by Professor Jack Nelson, who is conducting the course, as having two intertwining areas of focus:

1. The nature, operation and problems of international studies.
2. The needs for incorporating international studies into community college curricula.

In addition to continuing college-wide seminars, various divisional seminars have been offered on topics of interest to the faculty in each particular division, including students. Other important activities are taking place this year. A three-day off-campus curriculum workshop for International Education was attended by 20 faculty from diverse backgrounds. This workshop was especially successful and obviously

inspiring to those who attended. These faculty came away with an agenda for change and concrete recommendations emerged from the group, such as the five faculty from the science and engineering divisions recommended that a course on "Issues in the Technologies" be developed with an international perspective focusing on humanistic questions affecting the technocrat.

The Office of International Education was also recently charged with the responsibility of organizing all of our future college travel programs. Since our students cannot afford expensive overseas travel programs, a cooperative education program in Spain is being planned whereby our students, and students from other colleges in the College Consortium for International Studies, can spend an entire summer in Spain living with a family and teaching English to Spanish children. A similar program is being developed in France and hopefully in a German speaking country, and in Israel.

Focus on Activities Related to International Business at Middlesex County College. In addition to the previously described activities, Middlesex County College is perhaps best known for its work related to International Business Education. Geographical location of the College is an essential factor to success in this field of education. Our particular physical location is probably the most important ingredient of our success.

The College is within a few hundred yards of Port Raritan, which is the newest general cargo facility in the metropolitan area with a 2,000 foot dock on the Raritan River and 1,000 acres of industrial zoned area bordering the College. Ninety-four of the top 100 industries, identified by Fortune magazine, have facilities within easy commuting distance. Port Newark-Elizabeth, only 20 minutes from our Edison campus, is the nation's largest in terms of total tonnage and dollar value of freight handled. It is actually busier than the Panama Canal. The other major terminals within 30 minutes of the College are: Seatrain, Port Brooklyn - Port Authority, Howland Hook, Brooklyn Northeast, Global Marine Terminal

and the Brooklyn Bush Terminal, adding over five million tons of cargo yearly to their busier Newark-Elizabeth counterparts. The College is located on I-440 at the crossroads of several strategic arteries: I-287, U.S. 9, U.S. 1, U.S. 95 and the N.J. Turnpike and the Garden State Parkway. The new Newark-Elizabeth International Airport with increasing service to foreign destinations is within 30 minutes of the College on the New Jersey Turnpike. Metropark, one of the busiest rail terminals in America, complements Middlesex's unique geographic advantage.

International commerce is of considerable influence in the County of Middlesex, home of such multinational corporations as Johnson and Johnson, Siemens, Squibb, Merck and others. A good proportion of New Jersey's two-billion dollars of exports originate in Middlesex. To a lesser extent, Middlesex has also attracted some overseas firms such as Michelin Tire, Kawasaki and Siemens. If reverse investment has grown at a rate of 200 percent from 1966 to 1976, and if official predictions come true that Middlesex County will absorb 60 percent or 6,000,000 square feet of annual demand for new industrial facilities in northern New Jersey in the next ten years: We asked, "is it possible to assume that perhaps a proportion of this growth will be due to the relocation of foreign firms to this area?" -- or, "Is it possible to assume that perhaps our new neighbors will be involved in international commerce?" We can only make predictions, however, a positive answer remains a strong possibility which our College, traditionally sensitive to the manpower needs of the community, has chosen not to ignore.

Thus, the College initiated exploration of the need for international trade programs with a decision to survey the specific training needs of the business community in the areas of international trade. Our final report, entitled, "An Assessment of International Business Education Needs in the State of New Jersey," is a study of the changing business environment and its emerging needs. 2,500 copies of a survey questionnaire were prepared of which 2,461 were actually mailed out. The total number of responses was 311, which constitutes a 12.63 percent rate of return - good, in relation to the norms for a long and unsolicited survey of this kind. The selected geographical area was North Central New

Jersey. Companies were selected as a random sample of New Jersey firms which either have an interest in foreign trade or which could possibly have an exportable product or service. There was no control group as to the nature of the business or its size since it would have rendered our survey unnecessarily more complex and was not necessary to our original objective. The original objective was to come out with a general explanation of the educational needs of our business community as regards international commerce. We find that further research is indicated to answer the many complex questions with which we could not possibly deal at this time with the limited resources and scope of our project. The question of why many firms are not more fully involved in export markets remains unanswered. It would require a much more thorough comparative analysis into the nature of those firms and their real potentials for competing with foreign companies in world markets. Is it because they are not completely aware of opportunities in foreign trade? Is it because their moderate resources preclude staff expertise and marketing capabilities available to large companies? Is it because the United States market is so profitable that there is more room for expansion domestically? Is it our traditional sense of isolationism? Interesting and timely questions yet to be explored.

The scope of our project consisted of the selection of companies within a forty-mile radius of the College, including a random sample of various types of businesses. A polling instrument was prepared which was a detailed questionnaire intended to diagnose and quantify the extent to which responding companies are involved in international trade, and to identify the nature of informational or educational needs they might have or anticipate.

The questionnaire was structured into two major sections: the General Background of the Company; and the Specific Educational Needs.

The General Background of the Company contained eight questions requesting information about:

1. The nature of the organization - the type of trade area
2. Number of employees located in New Jersey

3. Number of employees involved in international activity
4. Responsibilities of employees involved in international activity
5. Identification of international department and the key officers
6. Rate of growth expected in the next five years
7. Areas of growth
8. Policy of tuition reimbursement

The Specific Educational Needs section requested information on the following:

1. In what parts of the world the company anticipates having business expansion.
2. If employees need to acquire familiarity with the foreign language.
3. Level of competence in language needed.
4. Need for translation services.
5. What languages were needed.
6. What kind of information would a company need to expand overseas business.
7. What training courses would be needed to train employees in international trade.
8. What previous seminars on international business have been attended by the company's employees.
9. Ways in which the College can help.
10. Would a company be willing to advise the College on development of international business curriculum.
11. Name of respondent and position of the responding officer.

The questionnaire covered the major aspects needed to draw information from respondents in order for the College to develop a relevant educational program designed to meet the needs of company employees located in New Jersey. It also elicited significant information concerning the direction and prospects of improving international trade for companies located in New Jersey.

An initial hand cross tabulation was conducted by the researchers to determine the extent of the results and to use those results as cross reference criteria for further analysis. A preliminary report was formulated as a result of the manual operation. Responses from the first 210 questionnaires received were broken down into seven major categories. Since the results are similar to the final complex computer cross tabulations, they are used here for brevity of interpretation.

These responses were divided into seven major categories, according to the educational need they had indicated to be their number one priority: The major categories were:

|                                                |                      |
|------------------------------------------------|----------------------|
| 1. Overseas Sales and Marketing                | 90 Respondents       |
| 2. Customs Brokerage and Regulations           | 34 Respondents       |
| 3. International Market Research               | 31 Respondents       |
| 4. International Finance                       | 23 Respondents       |
| 5. Legal & Regulatory Aspects of Foreign Trade | 17 Respondents       |
| 6. Business Oriented Language Courses          | 9 Respondents        |
| 7. Other                                       | <u>6</u> Respondents |
| TOTAL                                          | 210 Respondents      |

Responses were also divided according to the foreign languages identified as their choice. The language of choice breakdown is as follows:

|            |                     |
|------------|---------------------|
| Spanish    | 43 Respondents      |
| German     | 39 Respondents      |
| French     | 34 Respondents      |
| Arabic     | 11 Respondents      |
| Italian    | 10 Respondents      |
| Japanese   | 10 Respondents      |
| Chinese    | 6 Respondents       |
| Russian    | 3 Respondents       |
| Portuguese | 2 Respondents       |
| Greek      | 2 Respondents       |
| Hebrew     | 1 Respondent        |
| Dutch      | <u>1</u> Respondent |
| TOTAL      | 162 Respondents     |

From our computer analysis we selected twelve (12) items to provide us with clues as to the educational course needs of companies polled. Each item was identified by respondents as one of the top five priorities from among 12 choices.

Courses selected in order of priority by responding companies are as follows:

| <u>Priority</u> | <u>Courses</u>                                | <u># Of Respondents</u> |
|-----------------|-----------------------------------------------|-------------------------|
| 1               | Overseas Sales and Marketing                  | 143                     |
| 2               | International Market Research                 | 128                     |
| 3               | Customs Brokerage and Regulations             | 127                     |
| 4               | International Finance                         | 126                     |
| 5               | Legal and Regulatory Aspects of Foreign Trade | 120                     |
| 6               | Business-Oriented Language Courses            | 113                     |
| 7               | Transportation                                | 103                     |
| 8               | Cultural and Commercial Traditions            | 99                      |
| 9               | Fiscal Policies and Taxation                  | 90                      |
| 10              | Security, Loss, and Damage of Shipments       | 82                      |
| 11              | Management of Multi-Nationals                 | 66                      |
| 12              | Other (please specify)                        | 8                       |

Selection of course topics under this section were consistent with responses received in the previous sections. They were also consistent with findings derived from a telephone survey. Marketing Research and Sales received the same high degree of attention, remaining the one item most in demand, by responding firms. The one item receiving the lowest priority is management education in a multinational corporation.

The emerging pattern throughout the survey identified a need for assistance in selling overseas, to identify markets, to understand market behavior, to clarify regulations and to secure adequate financing.

The results of our research coincided with the results of three other projects listed below, which were conducted by three very different and prestigious organizations that were unaware of each other's endeavors, until the results were made public. Several specific recommendations included in these projects are of great significance to educators interested in Business and International Education: These were:

I. "Business and International Education," prepared by a task force organized by the American Council on Education and the Department of State, Washington, published in May, 1977.

- (1) "Companies must be encouraged to internationalize their in-house management development programs."
- (2) "Management development programs in general must all be internationalized;" and
- (3) "Most of the responsibility falls on the universities (and colleges). The generalist skills should be taught there. However, given the practices of content and attendance at management development programs, most of the specialized international business training must also be taught at universities, or the burden will continue to fall on the individual to learn it on his own, or on the job through expensive trial and error."

II. "Policies and Programs for Expanding U.S. Exports," prepared by the United States Chamber of Commerce, February, 1979.

"Industry and agribusiness must actively educate their respective communities" (of International issues)."

III. "Toward an Export Expansion and Direct Foreign Investment Program in New Jersey," prepared by the State of New Jersey Office of Economic Policy, May, 1979.

"We recommend the development of a well designed and targeted educational program that includes the following elements; ...technical seminars, conferences, ...a continuous effort of all public and private institutions..."

All three of these reports concluded that there is a need to internationalize business education and to promote an aggressive educational policy for business people in all aspects of international business, including the cultural and linguistics area which are so often neglected.

Having identified and analyzed, in terms of specific course and priorities, a major need in our community, we set ourselves the task of identifying resources to meet these community needs. A variety of activities were planned and implemented. First, we brought together the most important elements in the State to serve as catalysts for this project. This group became our Advisory Council and at the same time opened lines of communications among diverse interest groups in the State, such as The World Trade Council, The World Trade Association, the New Jersey Business and Industry Association, and the American Society of Travel Agents.

Then, a mailing list of potential exporters in New Jersey was developed which was later shared with other public and private organizations in the State, thus coordinating our efforts in advancing exporting in the State. Our staff also became directly involved in assisting these organizations in their International Business promotion efforts. For example, members of our staff have been involved in planning the Annual World Trade Conference in New Jersey, registering participants and facilitating translators. Members of our staff are invited to welcome foreign investment delegations because the College's customized training programs are a great inducement to potential foreign investors. Another activity consisted of conferences for the business community, planned by the Office of International Studies, and offered through the Division of Community Education. These were either all-day or two-day programs; examples of which are:

How To Do International Market Research. A practical introduction to the major sources of information and how to use them.

What Every Business Person Should Know About International Banking. Basic principles and procedures using letters of credit, F.I.C.A. credit and insurance.

The New Economic Frontier; Africa. A survey of economic conditions in Nigeria, Liberia and Kenya.

Shipping Hazardous Materials. A technical seminar contrasting domestic and international procedures.

Export and Traffic Documentation. A survey of all export documents and their functions. and

How to Charter a Plane. An analysis of the comparative advantage of splitting a charter plane and other modes of shipping.

The College also offers a noncredit certificate program in Export documentation. This program has been organized at the request of many individuals who have taken some of our mini-courses, and who wish to receive tangible recognition. This program requires participants to complete the following four mini-courses of seven weeks duration:

Introduction to International Trade - An overall view of the field of world trade.

International Letters of Credit - An in-depth study of the principles and uses of letters of credit.

Exporting Techniques and Documentation - A how-to course concentrating on the use of basic documents.

International Transportation - Procedures, codes and alternatives in shipping overseas.

Enrollment varies between twelve and thirty students per course. Every semester, in addition to the four required courses, two additional seven-week mini-courses are offered in various aspects of exporting. As a community service, the College has published materials of interest to the business community, such as the proceedings of the Annual World

Trade Conference and articles featuring outstanding international experts, including the President of U.N.C.T.A.D.-IV (United Nations Conference on Trade and Development) and the Ambassador of Peru to the United Nations, Dr. Carlos Alzamora.

A new certificate credit program in International Trade has been developed consisting of six new three-credit courses. These courses were prepared by the International Faculty Team with the assistance of consultants and business executives. These courses are:

1. International Studies I. A vehicle to attain a global perspective through the practice of academic skills and the application of both previously and newly gained knowledge. Students will be helped to see themselves and other people as part of a global interdependent system.
2. International Studies II. A comparative issue oriented course. Using concepts developed in International Studies I students will examine four selected global issues and how they are manifest in a variety of nations.
3. International Marketing. A sales and market approach to the fields of foreign trade. Alternate ways of distribution, patents, licenses, distributorship and other arrangements.
4. Introduction to International Business. A survey of the most salient elements of doing business in another country or through national boundaries; culture, regulations, markets, politics, and economics. An introduction to international investment theory and trade theory.
5. Export-Import Documentation and International Distribution. A physical distribution approach to the question of marketing overseas. While the International Marketing course focuses on the more theoretical aspects of foreign trade this course analyses the actual procedures.

6. Comparative Economic systems. A nontraditional approach to the basic questions of production and distribution in different cultures.

Another technique developed at the College and used to meet international business needs within the county is the Round Table Seminars. This program consists of a luncheon meeting and discussion group of about 35 local international business executives who meet every month to hear well-known experts discuss a topic of timely interest to exporters. In the 1978-79 academic year, seminars were held in the College Center where the luncheons were catered by students of the Hotel and Restaurant Management Department. The speakers and seminar leaders were outstanding experts in the fields of international business such as: Alan Grosman, Esq., Legal Counsel for the World Trade Council; Thomas Murray, Regional Director for the World Trade Council, Gilbert Lochrie, Senior Loan Officer of the Export-Import Bank; Dr. Nasrollah Fatemi, former Ambassador of Iran to the United Nations; Thomas Suarez, C.P.A. partner and manager of Withum, Smith and Brown, P.A. and many other specialists in the fields of international business.

### Conclusions

Our international project, with a mailing list containing nearly 8,000 potential exporters, has enabled the College to reach a new constituency. The project has brought the College substantial sums of money in funding, tuition, fees and F.T.E.'s. It has enriched our library with a new collection of International Education and International Business titles. It has brought together administrators and faculty from diverse disciplines to examine our assumptions about global education and to improve our curriculum. Its impact has been felt throughout the College and the community; while the Modern Languages Department is discussing a new cooperative study/travel program to Spain, the Engineering Department is preparing a new course integrating global elements, while at the same time the Business Department is considering a new major in International Business.

This effect has already been felt by the business community evidenced by their participation in our advisory groups and international business programs, enhancing the College's image at the highest corporate and public levels. We look forward to continuing participation by administrators, faculty and students at the College. It cannot help but bring new life and interests into our work. We hope, in the final analysis, that our efforts serve not only to widen our horizons in international education, but to make us aware, informed citizens of the world.

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<sup>3</sup>Fullbright, William, Senator, "My Turn," Newsweek Magazine, July 30, 1979, p. 15, New York, NY.

<sup>4</sup>"Business and International Education," American Council on Education, p. 25, May 1977, Washington D.C.

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